

STRATEGIC SCHOOL PROFILE 2004-05

The Bridge Academy District
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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

COMMUNITY DATA

County: Fairfield	Public School Enrollment as a Percent of Town Population: N/A
2000 Population: N/A	Public School Enrollment as % of Total Student Population: N/A
1990-2000 Population Growth: N/A	Percent of Adults without a High School Diploma in 2000: N/A
2000 Per Capita Income: N/A	Adult Education Enrollment in 2003-04 School Year: N/A
Number of Public Schools: 1	Number of Adults Receiving Diplomas in 2003-04 School Yr.: N/A
Number of Nonpublic Schools: N/A	

Education Reference Group (ERG): N/A

DISTRICT NEED

Current and Past District Need	Year	District	ERG	State
% of Students Eligible for Free/Reduced-Price Meals	2004-2005	73.7	N/A	26.6
	2002-2003	58.9	N/A	25.4
% of K-12 Students with Non-English Home Language	2004-2005	33.1	N/A	12.5
	1999-2000	14.6	N/A	12.3
% of Elementary and Middle School Students above Entry Gr. who Attended this School the Previous Yr.	2004-2005	N/A	N/A	N/A
	1999-2000	N/A	N/A	N/A
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2004-2005	N/A	N/A	N/A
	1999-2000	N/A	N/A	N/A
% of Juniors and Seniors Working More Than 16 Hours Per Week	2004-2005	18.5	N/A	22.1
	1999-2000	45.9	N/A	30.4

STUDENT ENROLLMENT AND RACE/ETHNICITY**Enrollment**

Grade Range	9-12
Total Enrollment	175
5-Year Enrollment Change	6.7%
Projected 2009 Enrollment	
Elementary	0
Middle School	0
High School	180
Prekindergarten, Other	0

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	0	0.0
Black	95	54.3
Hispanic	74	42.3
White	6	3.4
Total Minority 2004-2005	169	96.6
Total Minority 1999-2000	158	96.3

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

Efforts to Reduce Racial Isolation

The Bridge Academy is an inter-district charter high school located in Bridgeport, Connecticut. Currently, 90% of our student body resides in Bridgeport and the remaining 10% reside in Stratford. The Bridge Academy is committed to increasing the diversity of our student body by recruiting students from Bridgeport's suburbs. Our goal is to enroll 25% of our student body from outside of Bridgeport by the 2007 school year.

The Bridge Academy is committed to recruiting a diverse group of teachers and staff. Currently, our staff consists of more than 30% people of color. We believe that our diverse group of role models shows a powerful example of the powers of diversity to our students. Each day our students see a diverse faculty cooperating and planning in harmony.

Our school's curriculum is designed to increase the awareness and power of our diverse culture. Class curriculums in all disciplines showcase the contributions of all Americans. In addition, our school's Juniors and Seniors visit mentors that are chosen for their vocation and as an illustration of the power of diversity in the workplace. The school also has a yearly assembly program that highlights the contributions of diverse cultures. The assembly program is highlighted by two celebrations that celebrate African and Hispanic contributions to our culture.

Finally, the school encourages field trips that expose our students to the diverse history and culture of different ethnic groups. For example, our students have visited the Holocaust museum, the Native American Museum and had lunch in Chinatown.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)



of Certified Staff

Teachers	10.5
Administrators	1.0
Department Chairs	0.0
Library/Media Staff	0.0
Other Professionals	0.5
% Minority 2004-2005	38.5
% Minority 1999-2000	38.5
# Non-Certified Instructional	2.0

Average Class Size		District	ERG	State
Grade K	2004-2005	N/A	N/A	N/A
	1999-2000	N/A	N/A	N/A
Grade 2	2004-2005	N/A	N/A	N/A
	1999-2000	N/A	N/A	N/A
Grade 5	2004-2005	N/A	N/A	N/A
	1999-2000	N/A	N/A	N/A
Grade 7	2004-2005	N/A	N/A	N/A
	1999-2000	N/A	N/A	N/A
High School	2004-2005	22.3	N/A	20.2
	1999-2000	16.5	N/A	20.0

Professional Staff Experience and Training	District	ERG	State
Average Number of Years Experience in Connecticut	10.6	N/A	13.2
% with Master's Degree or Above	38.5	N/A	78.5
% Trained as Mentors, Assessors, or Cooperating Teachers	38.5	N/A	27.7

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	ERG	State
Elementary	N/A	N/A	N/A
Middle School	N/A	N/A	N/A
High School	910	N/A	1,003

*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

Resource Ratios	District	ERG	State
Students Per Academic Computer	1.5	N/A	3.6
Students Per Teacher	16.7	N/A	13.8
Teachers Per Administrator	10.5	N/A	13.9

STUDENT PERFORMANCE

Physical Fitness	District	ERG	State
% Passing All 4 Tests	18.2	N/A	35.2

Connecticut Mastery Test, Third Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Connecticut Mastery Test, 3rd Generation % Meeting State Goal	District 2004-05	ERG 2004-05	State 2004-05
Grade 4 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
All Three Tests	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
All Three Tests	N/A	N/A	N/A
Grade 8 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
All Three Tests	N/A	N/A	N/A
Participation Rate	N/A	N/A	N/A



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, these results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district.

STUDENT PERFORMANCE, continued

Connecticut Academic Performance Test, Second Generation, % Meeting State Goal: The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.




Conn. Academic Performance Test, 2nd Generation % Grade 10 Meeting State Goal	District 2004-05	ERG 2004-05	State 2004-05
Reading Across the Disciplines	30.0	N/A	48.9
Writing Across the Disciplines	42.5	N/A	55.2
Mathematics	12.5	N/A	47.8
Science	2.5	N/A	47.3
All Four Tests	2.5	N/A	29.2
Participation Rate	100.0	N/A	96.8



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, these results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district.

SAT[®] I: Reasoning Test	Class of 1999	Class of 2004		
	District	District	ERG	State
% of Graduates Tested	100.0	100.0	N/A	74.8
Mathematics: Average Score	366	365	N/A	508
Mathematics: % Scoring 600 or More	0.0	0.0	N/A	23.3
Verbal: Average Score	353	370	N/A	508
Verbal: % Scoring 600 or More	0.0	0.0	N/A	22.0

Dropout Rates	District	ERG	State
Cumulative Four-Year Rate for Class of 2004	9.1	N/A	8.8
2003-04 Annual Rate for Grades 9 through 12	2.3	N/A	1.8
1998-99 Annual Rate for Grades 9 through 12	8.8	N/A	3.3

Activities of Graduates	Class of	# in District	District %	ERG %	State %
 Pursuing Higher Education	2004	20	76.9	N/A	81.5
	1999	27	81.8	N/A	78.3
 Employed or in Military	2004	5	19.2	N/A	14.1
	1999	6	18.2	N/A	17.1
 Unemployed	2004	0	0.0	N/A	0.8
	1999	0	0.0	N/A	0.9

DISTRICT REVENUES/EXPENDITURES 2003-04

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. ERG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	Secondary Districts	ERG	State
Instructional Staff and Services	\$955	\$5,454	\$6,539	N/A	\$6,282
Instructional Supplies and Equipment	\$69	\$393	\$295	N/A	\$242
Improvement of Instruction and Educational Media Services	\$7	\$41	\$354	N/A	\$387
Student Support Services	\$74	\$422	\$633	N/A	\$615
Administration and Support Services	\$237	\$1,357	\$1,577	N/A	\$1,101
Plant Operation and Maintenance	\$174	\$993	\$1,131	N/A	\$1,025
Transportation	\$0	N/A	\$613	N/A	\$487
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	\$54	\$311	\$247	N/A	\$120
Total	\$1,570	\$8,971	\$11,720	N/A	\$10,479
Additional Expenditures					
Land, Buildings, and Debt Service	\$689	\$3,938	\$2,563	N/A	\$1,171
Adult Education	N/A	N/A	N/A	N/A	\$1,057

Revenue Sources, % from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
With School Construction	0.0	81.1	15.7	3.2
Without School Construction	0.0	74.2	22.4	3.4

Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year. Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		ERG		State	
	Per Pupil	% Change	Per Pupil	% Change	Per Pupil	% Change
Elementary and Middle						
Total	N/A	N/A	N/A	N/A	\$8,620	3.8
Salaries and Benefits	N/A	N/A	N/A	N/A	\$7,120	4.0
Supplies	N/A	N/A	N/A	N/A	\$455	5.6
Equipment	N/A	N/A	N/A	N/A	\$114	-8.8
High School						
Total	N/A	N/A	N/A	N/A	\$9,316	1.3
Salaries and Benefits	N/A	N/A	N/A	N/A	\$7,529	1.7
Supplies	N/A	N/A	N/A	N/A	\$524	4.0
Equipment	N/A	N/A	N/A	N/A	\$133	-13.1

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

School Mission

The Bridge Academy provides a college preparatory education designed to overcome the problems presently found in the inner city. Our program includes intense classes in Reading, Writing, and Math to counter the learning deficits currently illustrated by Bridgeport Mastery and CAPT scores. The college preparatory curriculum focuses on continually increasing standards for students and teachers. Small, focused schools have proven more successful in urban America, and our school is a leader in this new educational movement in Connecticut.

The traditional high schools are large and complex, thus our school's small size and simplicity is unique to the community. Students meet once a month with mentors in the business community. The mentors and school personnel push the students to reach a level of maturity and learning needed for success in the working world. The Bridge Academy seeks to end the racial isolation of our students. This is done through recruitment of students outside of Bridgeport, field trips, community events, and inter-district projects that foster cooperation between diverse groups of people. In addition, the school provides the students with as many excursions into the adult community as possible, through community service, field trips, Internet conversations, and guest lectures. Therefore, upon graduation our students have the maturity, the academic training and the exposure to successful adults necessary to make successful choices in their future lives

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

Evidence of Sustained Improvement

The Bridge Academy has just finished a very successful year! This report illustrates our steady improvement over the last eight years. Consider the following information:

- We implemented a school wide reading program resulting in our students reading 2,500 books. Students must pass a short computerized comprehension test on a book in order to be included in the count.
- CAPT scores are clearly on par or better than Bridgeport Public Schools and show a definite increase over last year. The Bridge Academy is the only school in our area to meet Adequate Yearly Progress for the last 3 years!
- The number of students who earned a "proficient" score or higher increase by 21% in Science from 2004 to 2005. In addition, 60% of our students scored above proficient in math, 79% in reading, and 91% in writing!

The statistics clearly show The Bridge Academy as a school that continuously improves.

We owe a great deal of thanks to a hard-working, dedicated staff. The high level of staff retention means that our school has a group of strong role models, who work with our students over their entire four-year high school career. In our mind there is no stronger reason for our success. We work hard to create a "family" among our faculty and staff which leads to a strong loyalty to our school's mission, even when working with a difficult group of urban students from Bridgeport.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde. A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.